



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2009  
Code: 12441683  
SAU: MSAD 50  
School: Thomaston Grammar School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 8

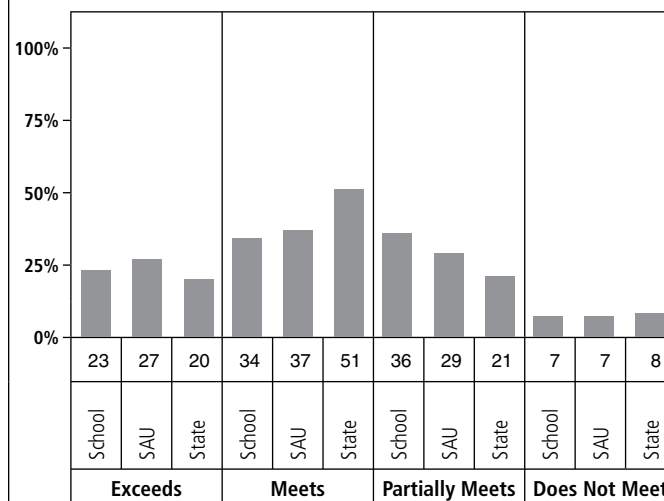
SAU: MSAD 50

School: Thomaston Grammar School

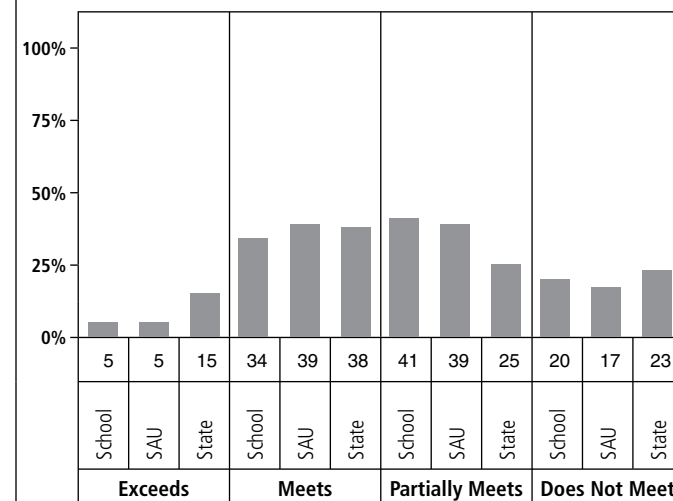
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	847	849	847
2007–2008	853	854	849
<b>2008–2009</b>	<b>848</b>	<b>850</b>	<b>850</b>
Cum. Avg.*	850	851	849
<b>Mathematics</b>			
2006–2007	841	841	842
2007–2008	841	841	841
<b>2008–2009</b>	<b>838</b>	<b>840</b>	<b>843</b>
Cum. Avg.*	840	841	842
<b>Science</b>			
<b>2008–2009 **</b>	<b>844</b>	<b>846</b>	<b>846</b>

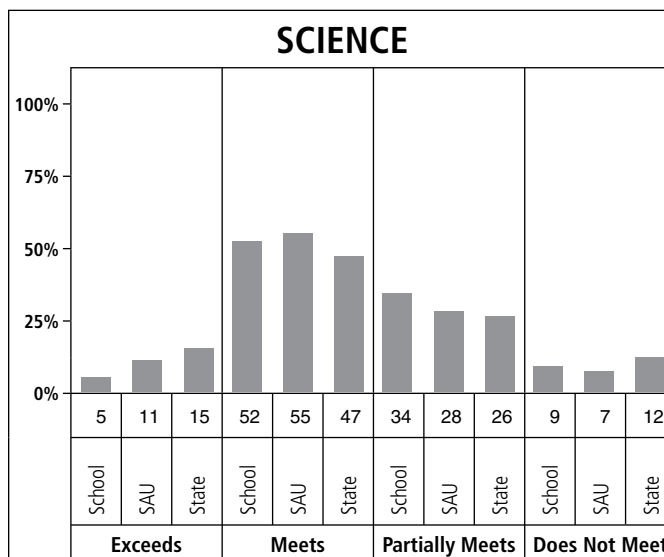
## ELA – READING



## MATHEMATICS



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\* Because science standards were reset in May 2009, no historical data are available

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 8  
SAU: MSAD 50  
School: Thomaston Grammar School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	45	100	75	100	14804	100	45	100	75	100	14659	99	45	100	75	100	14653	99	45	100	75	100	14626	99
<b>Ethnicity</b> African American/Black	0	0	0	0	377	3	0	0	0	0	366	97	0	0	0	0	371	98	0	0	0	0	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	0	0	1	1	238	2	0	0	1	100	232	97	0	0	1	100	234	98	0	0	1	100	234	98
Hispanic	0	0	0	0	192	1	0	0	0	0	188	98	0	0	0	0	191	100	0	0	0	0	190	99
Caucasian/White	45	100	74	99	13878	94	45	100	74	100	13756	99	45	100	74	100	13742	99	45	100	74	100	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	9	20	17	23	2489	17	9	100	17	100	2434	99	9	100	17	100	2424	98	9	100	17	100	2418	98
<b>Current LEP</b>	0	0	0	0	349	2	0	0	0	0	331	95	0	0	0	0	342	98	0	0	0	0	338	97
<b>Economically disadvantaged</b>	17	38	25	33	5460	37	17	100	25	100	5380	99	17	100	25	100	5377	99	17	100	25	100	5359	98
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	33	73	57	76	12132	82	33	73	57	76	12124	82	33	73	57	76	12169	82
Identified disability (PET/IEP)	0	0	2	4	379	3	0	0	2	4	380	3	0	0	2	4	425	3
LEP	0	0	0	0	166	1	0	0	0	0	169	1	0	0	0	0	168	1
504 plan	0	0	0	0	200	2	0	0	0	0	200	2	0	0	0	0	202	2
<b>Participation with accommodations</b>	11	24	18	24	2349	16	11	24	18	24	2347	16	11	24	18	24	2288	15
Identified disability (PET/IEP)	8	73	15	83	1877	80	8	73	15	83	1862	79	8	73	15	83	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	2	18	2	11	70	3	2	18	2	11	70	3	2	18	2	11	66	3
Other	1	9	1	6	292	12	1	9	1	6	297	13	1	9	1	6	280	12
<b>Participation through alternate assessment (PAAP)</b>	1	2	0	0	178	1	1	2	0	0	182	1	1	2	0	0	169	1
Identified disability (PET/IEP)	1	100	0	0	178	100	1	100	0	0	182	100	1	100	0	0	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
<b>Non-participation – other</b>	0	0	0	0	113	1	0	0	0	0	117	1	0	0	0	0	140	1

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2009
Grade:	8
SAU:	MSAD 50
School:	Thomaston Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	5	13	14	20	2407	16
	2007-2008	16	32	23	33	3428	23
	<b>2008-2009</b>	<b>10</b>	<b>23</b>	<b>20</b>	<b>27</b>	<b>2857</b>	<b>20</b>
	Cum. Total*	31	23	57	26	8692	19
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	24	60	37	52	7494	49
	2007-2008	25	50	36	51	7179	48
	<b>2008-2009</b>	<b>15</b>	<b>34</b>	<b>28</b>	<b>37</b>	<b>7431</b>	<b>51</b>
	Cum. Total*	64	48	101	47	22104	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	7	18	12	17	3628	24
	2007-2008	5	10	7	10	2706	18
	<b>2008-2009</b>	<b>16</b>	<b>36</b>	<b>22</b>	<b>29</b>	<b>2979</b>	<b>21</b>
	Cum. Total*	28	21	41	19	9313	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	4	10	8	11	1810	12
	2007-2008	4	8	4	6	1611	11
	<b>2008-2009</b>	<b>3</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>1214</b>	<b>8</b>
	Cum. Total*	11	8	17	8	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	34.0	60.7	35.4	63.2	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.1	60.5	12.3	61.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	21.9	60.8	23.1	64.2	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: MSAD 50  
 School: Thomaston Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	44	10	23	15	34	16	36	3	7	848	75	27	37	29	7	850	14481	20	51	21	8	850
<b>Ethnicity</b>																						
African American/Black	0										0						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	0										1						231	28	43	19	10	851
Hispanic	0										0						186	17	48	23	12	847
Caucasian/White	44	10	23	15	34	16	36	3	7	848	74	26	38	30	7	850	13586	20	52	20	8	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	3	38	2	25	3	38	836	17	0	35	35	29	836	2256	2	25	40	34	834
No	36	10	28	12	33	14	39	0	0	851	58	34	38	28	0	854	12225	23	56	17	4	853
<b>Current LEP</b>																						
Yes	0										0						324	5	34	36	26	838
No	44	10	23	15	34	16	36	3	7	848	75	27	37	29	7	850	14157	20	52	20	8	850
<b>Economically disadvantaged</b>																						
Yes	17	4	24	5	29	6	35	2	12	846	25	16	36	36	12	843	5277	10	46	29	15	844
No	27	6	22	10	37	10	37	1	4	849	50	32	38	26	4	854	9204	26	54	16	5	853
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	841
No	44	10	23	15	34	16	36	3	7	848	75	27	37	29	7	850	14476	20	51	21	8	850
<b>Gender</b>																						
Female	26	9	35	9	35	8	31	0	0	852	41	44	32	22	2	856	7074	25	51	18	6	852
Male	18	1	6	6	33	8	44	3	17	841	34	6	44	38	12	843	7407	14	51	23	11	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	9	43	35	14	843
No	44	10	23	15	34	16	36	3	7	848	75	27	37	29	7	850	13624	20	52	20	8	850
<b>Gifted/talented program</b>																						
Yes	2										5	100	0	0	0	872	700	69	30	1	0	867
No	42	8	19	15	36	16	38	3	7	847	70	21	40	31	7	849	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: MSAD 50

School: Thomaston Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	0	0	2	50	2	50	829	5	0	0	50	50	829	8	8	39	29	24	841
B. less than one hour	73	6	19	14	44	11	34	1	3	849	68	28	38	30	4	852	51	17	53	22	8	849
C. one to two hours	18	4	50	1	13	3	38	0	0	854	23	29	41	24	6	850	36	24	52	18	5	852
D. more than two hours	0										3	0	100	0	0	848	5	29	45	18	9	852
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	30	8	62	4	31	1	8	0	0	860	30	50	45	5	0	860	31	35	50	11	4	856
B. good	39	2	12	6	35	7	41	2	12	846	44	25	34	28	13	849	47	16	55	21	7	849
C. fair	30	0	0	4	31	8	62	1	8	838	23	0	29	65	6	839	18	5	47	33	15	842
D. poor	2	0	0	1	100	0	0	0	0	844	3	0	100	0	0	844	3	2	39	37	22	839
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	36	6	38	6	38	4	25	0	0	855	37	37	44	19	0	856	32	27	54	14	5	853
B. They match some of what I have learned.	50	4	18	8	36	8	36	2	9	846	49	19	36	33	11	847	52	18	53	22	8	850
C. They match just a little of what I have learned.	7	0	0	1	33	1	33	1	33	837	8	33	33	17	17	851	12	11	45	29	15	844
D. There is no match.	7	0	0	0	0	3	100	0	0	836	5	0	25	75	0	839	4	6	34	33	26	838
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	27	1	8	3	25	8	67	0	0	843	25	11	22	61	6	843	15	13	42	28	17	844
B. about the same as my regular schoolwork	59	6	23	10	38	7	27	3	12	848	61	33	37	21	9	852	64	19	53	20	7	850
C. easier than my regular schoolwork	14	3	50	2	33	1	17	0	0	855	14	30	60	10	0	854	22	25	52	16	6	852
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	2	67	1	33	0	0	847	7	0	60	20	20	844	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	61	4	15	8	30	13	48	2	7	845	62	25	30	39	7	848	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	32	6	43	5	36	2	14	1	7	854	31	36	45	14	5	855	40	30	53	13	4	855
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	40	4	24	7	41	6	35	0	0	851	34	21	50	29	0	852	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	58	6	24	7	28	9	36	3	12	846	61	33	26	30	12	849	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	100	0	0	0	0	852	4	0	100	0	0	852	7	12	46	27	15	845
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	11	2	40	1	20	2	40	0	0	855	16	33	50	17	0	858	19	26	53	15	6	853
B. 20 minutes to an hour	25	6	55	3	27	2	18	0	0	858	38	39	29	25	7	852	40	25	52	17	6	852
C. less than 20 minutes	18	2	25	2	25	3	38	1	13	846	15	27	36	27	9	849	15	18	51	21	10	849
D. I rarely read at home.	45	0	0	9	45	9	45	2	10	841	30	5	45	41	9	843	26	7	50	30	13	844
<b>How do you feel about the following statement?</b>																						
<b>"My knowledge of reading will be useful to me as an adult."</b>																						
A. strongly agree	34	6	40	5	33	4	27	0	0	855	34	44	36	20	0	858	42	27	51	15	6	853
B. agree	45	4	20	7	35	8	40	1	5	847	51	22	38	32	8	848	50	15	53	23	9	848
C. disagree	14	0	0	2	33	3	50	1	17	840	8	0	33	50	17	840	7	8	46	32	14	843
D. strongly disagree	7	0	0	1	33	1	33	1	33	833	7	0	60	20	20	840	2	6	39	35	21	840
<b>Optional school/SAU question</b>																						
A.	50	0	0	0	0	1	50	1	50	828	50	0	0	50	50	828						
B.	50	0	0	0	0	1	50	1	50	833	50	0	0	50	50	833						
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 8  
SAU: MSAD 50  
School: Thomaston Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	4	10	6	8	1952	13
	2007-2008	4	8	4	6	1657	11
	<b>2008-2009</b>	<b>2</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>2116</b>	<b>15</b>
	Cum. Total*	10	7	14	6	5725	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	14	35	26	37	5870	38
	2007-2008	21	41	33	46	5956	40
	<b>2008-2009</b>	<b>15</b>	<b>34</b>	<b>29</b>	<b>39</b>	<b>5443</b>	<b>38</b>
	Cum. Total*	50	37	88	41	17269	39
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	14	35	25	35	3982	26
	2007-2008	15	29	19	27	3729	25
	<b>2008-2009</b>	<b>18</b>	<b>41</b>	<b>29</b>	<b>39</b>	<b>3556</b>	<b>25</b>
	Cum. Total*	47	35	73	34	11267	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	8	20	14	20	3534	23
	2007-2008	11	22	15	21	3579	24
	<b>2008-2009</b>	<b>9</b>	<b>20</b>	<b>13</b>	<b>17</b>	<b>3356</b>	<b>23</b>
	Cum. Total*	28	21	42	19	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	25.8	46.1	26.8	47.9	28.6	51.1
<b>A. Number</b>	<b>8</b>	<b>14</b>	2.7	33.8	3.1	38.8	3.7	46.3
<b>B. Data</b>	<b>16</b>	<b>29</b>	8.7	54.4	9.0	56.3	8.9	55.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	5.1	42.5	5.4	45.0	5.0	41.7
<b>D. Algebra</b>	<b>20</b>	<b>36</b>	9.3	46.5	9.3	46.5	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: MSAD 50  
 School: Thomaston Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	44	2	5	15	34	18	41	9	20	838	75	5	39	39	17	840	14471	15	38	25	23	843
<b>Ethnicity</b>																						
African American/Black	0										0						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	0										1						233	27	33	20	21	847
Hispanic	0										0						190	8	31	26	34	836
Caucasian/White	44	2	5	15	34	18	41	9	20	838	74	4	39	39	18	840	13567	15	38	25	22	843
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	0	0	4	50	4	50	822	17	0	12	47	41	826	2242	2	12	22	63	824
No	36	2	6	15	42	14	39	5	14	842	58	7	47	36	10	844	12229	17	42	25	16	846
<b>Current LEP</b>																						
Yes	0										0						336	6	18	26	51	829
No	44	2	5	15	34	18	41	9	20	838	75	5	39	39	17	840	14135	15	38	25	23	843
<b>Economically disadvantaged</b>																						
Yes	17	1	6	3	18	10	59	3	18	837	25	4	16	56	24	835	5270	6	30	28	36	835
No	27	1	4	12	44	8	30	6	22	839	50	6	50	30	14	843	9201	20	42	22	16	847
<b>Migrant</b>																						
Yes	0										0						5	0	0	40	60	828
No	44	2	5	15	34	18	41	9	20	838	75	5	39	39	17	840	14466	15	38	25	23	843
<b>Gender</b>																						
Female	26	1	4	10	38	10	38	5	19	841	41	5	49	32	15	843	7070	15	39	25	22	843
Male	18	1	6	5	28	8	44	4	22	835	34	6	26	47	21	837	7401	14	36	25	25	842
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	5	25	33	37	835
No	44	2	5	15	34	18	41	9	20	838	75	5	39	39	17	840	13614	15	38	24	22	843
<b>Gifted/talented program</b>																						
Yes	2										5	20	60	20	0	857	700	68	27	3	1	866
No	42	2	5	14	33	17	40	9	21	838	70	4	37	40	19	839	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 8  
 SAU: MSAD 50  
 School: Thomaston Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	0	0	3	75	1	25	827	5	0	0	75	25	827	8	8	24	24	44	833
B. less than one hour	73	1	3	10	31	14	44	7	22	838	68	2	44	36	18	840	51	12	38	26	23	842
C. one to two hours	18	1	13	5	63	1	13	1	13	848	23	12	41	35	12	844	36	19	40	23	19	845
D. more than two hours	0										3	0	0	50	50	829	5	19	36	22	23	844
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	21	1	11	6	67	1	11	1	11	849	19	7	64	14	14	846	28	33	41	15	11	852
B. good	56	1	4	6	25	13	54	4	17	837	54	5	36	44	15	840	45	11	43	25	21	842
C. fair	23	0	0	3	30	4	40	3	30	833	26	0	32	47	21	835	21	3	27	35	35	834
D. poor	0										0						5	2	14	30	54	828
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	23	0	0	5	50	4	40	1	10	842	22	0	50	31	19	842	28	23	41	21	15	848
B. They match some of what I have learned.	43	0	0	5	26	9	47	5	26	833	52	3	42	37	18	838	52	13	40	25	21	843
C. They match just a little of what I have learned.	32	2	14	5	36	5	36	2	14	844	23	12	29	47	12	842	16	8	28	30	34	836
D. There is no match.	2	0	0	0	0	0	0	1	100	828	3	0	0	50	50	831	4	5	15	22	58	826
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	37	0	0	5	31	7	44	4	25	837	37	4	42	31	23	840	32	6	34	29	32	837
B. about the same as my regular schoolwork	58	2	8	9	36	9	36	5	20	840	57	5	43	35	18	840	52	13	41	25	20	843
C. easier than my regular schoolwork	5	0	0	1	50	1	50	0	0	837	6	0	25	75	0	838	16	39	35	13	13	853
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	52	2	9	9	39	7	30	5	22	841	41	7	38	31	24	839	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	41	0	0	5	28	10	56	3	17	837	52	0	43	43	14	840	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	7	0	0	1	33	1	33	1	33	833	7	20	40	20	20	844	7	12	27	27	35	837
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	77	1	3	12	35	15	44	6	18	839	56	2	34	44	20	838	34	18	40	22	20	845
B. two or three days a week	18	1	13	2	25	3	38	2	25	838	34	4	44	36	16	840	35	14	38	26	21	843
C. two or three times each month	2	0	0	0	0	0	0	1	100	810	3	50	0	0	50	839	18	12	37	27	24	841
D. never or almost never	2	0	0	1	100	0	0	0	0	844	7	0	80	20	0	850	13	9	32	25	34	837
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	14	2	33	3	50	1	17	0	0	854	16	25	67	8	0	856	9	13	38	23	26	841
B. two or three days a week	2	0	0	0	0	0	0	1	100	822	4	0	0	0	100	813	17	11	37	26	26	841
C. two or three times each month	11	0	0	2	40	2	40	1	20	836	7	0	40	40	20	836	28	15	40	25	20	844
D. never or almost never	73	0	0	10	31	15	47	7	22	836	73	0	36	47	17	838	46	16	36	24	23	843
<b>How do you feel about the following statement?</b>																						
<b>"My knowledge of mathematics will be useful to me as an adult."</b>																						
A. strongly agree	55	2	8	7	29	11	46	4	17	840	44	6	38	38	19	841	52	19	41	22	18	846
B. agree	41	0	0	8	44	5	28	5	28	838	48	3	49	29	20	840	39	11	35	27	27	840
C. disagree	5	0	0	0	0	2	100	0	0	832	5	0	0	100	0	836	6	7	28	26	39	835
D. strongly disagree	0										3	0	0	100	0	835	3	4	25	28	43	832
<b>Optional school/SAU question</b>																						
A.	50	0	0	0	0	1	50	1	50	824	50	0	0	50	50	824						
B.	50	0	0	0	0	0	0	2	100	816	50	0	0	0	100	816						
C.	0										0											
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 8  
SAU: MSAD 50  
School: Thomaston Grammar School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	2	5	8	11	2155	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	23	52	41	55	6687	47
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	15	34	21	28	3672	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	4	9	5	7	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	56	100	30.7	54.8	32.2	57.5	32.0	57.1
<b>D. The Physical Setting</b>	31	55	16.1	51.9	17.1	55.2	17.1	55.2
<b>D1/D2 Earth/Space</b>	17	30	8.7	51.2	9.3	54.7	9.4	55.3
<b>D3/D4 Matter and Energy/Force and Motion</b>	14	25	7.5	53.6	7.7	55.0	7.7	55.0
<b>E. The Living Environment</b>	25	45	14.6	58.4	15.2	60.8	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: MSAD 50  
 School: Thomaston Grammar School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	44	2	5	23	52	15	34	4	9	844	75	11	55	28	7	846	14263	15	47	26	12	846
<b>Ethnicity</b>																						
African American/Black	0										0						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	0										1						230	20	44	23	13	848
Hispanic	0										0						184	9	45	29	16	842
Caucasian/White	44	2	5	23	52	15	34	4	9	844	74	9	55	28	7	846	13375	15	47	25	12	846
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	3	38	2	25	3	38	833	17	0	41	35	24	836	2221	3	22	36	38	832
No	36	2	6	20	56	13	36	1	3	846	58	14	59	26	2	849	12042	17	51	24	7	848
<b>Current LEP</b>																						
Yes	0										0						331	4	20	39	37	832
No	44	2	5	23	52	15	34	4	9	844	75	11	55	28	7	846	13932	15	48	25	12	846
<b>Economically disadvantaged</b>																						
Yes	17	1	6	7	41	7	41	2	12	841	25	4	44	40	12	840	5184	6	40	33	21	840
No	27	1	4	16	59	8	30	2	7	845	50	14	60	22	4	849	9079	20	51	21	8	849
<b>Migrant</b>																						
Yes	0										0						5	0	0	80	20	829
No	44	2	5	23	52	15	34	4	9	844	75	11	55	28	7	846	14258	15	47	26	12	846
<b>Gender</b>																						
Female	26	2	8	14	54	9	35	1	4	846	41	12	56	29	2	849	6953	14	47	28	11	846
Male	18	0	0	9	50	6	33	3	17	839	34	9	53	26	12	843	7310	16	46	24	13	846
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						828	5	35	40	20	839
No	44	2	5	23	52	15	34	4	9	844	75	11	55	28	7	846	13435	16	48	25	12	846
<b>Gifted/talented program</b>																						
Yes	2										5	60	40	0	0	862	699	65	34	2	0	865
No	42	1	2	22	52	15	36	4	10	843	70	7	56	30	7	845	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 8  
SAU: MSAD 50  
School: Thomaston Grammar School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	9	0	0	0	0	3	75	1	25	828	5	0	0	75	25	828	8	8	34	28	30	837
B. less than one hour	73	1	3	18	56	10	31	3	9	844	68	10	56	28	6	846	51	14	48	27	11	846
C. one to two hours	18	1	13	5	63	2	25	0	0	851	23	12	59	24	6	848	36	19	48	24	9	848
D. more than two hours	0										3	0	100	0	0	851	5	17	49	20	14	847
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	25	1	9	7	64	2	18	1	9	847	21	13	60	20	7	848	23	27	47	17	8	851
B. good	52	1	4	11	48	8	35	3	13	843	53	13	54	26	8	847	53	15	50	26	10	847
C. fair	18	0	0	5	63	3	38	0	0	844	21	0	60	33	7	842	20	4	43	35	18	840
D. poor	5	0	0	0	0	2	100	0	0	834	5	0	25	75	0	836	4	4	27	34	35	834
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	27	1	8	9	75	2	17	0	0	851	25	22	67	11	0	853	26	20	49	23	9	849
B. They match some of what I have learned.	55	1	4	13	54	7	29	3	13	843	58	7	55	29	10	844	51	14	48	26	11	846
C. They match just a little of what I have learned.	16	0	0	1	14	5	71	1	14	835	15	0	36	55	9	839	18	13	44	28	15	844
D. There is no match.	2	0	0	0	0	1	100	0	0	832	3	0	50	50	0	839	4	5	33	30	32	836
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	31	0	0	5	38	8	62	0	0	842	30	0	52	43	5	844	32	13	45	28	14	844
B. about the same as my regular schoolwork	64	2	7	16	59	5	19	4	15	845	60	14	52	24	10	846	56	15	49	25	11	847
C. easier than my regular schoolwork	5	0	0	1	50	1	50	0	0	841	10	14	71	14	0	847	11	21	43	22	13	847
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	45	0	0	12	63	7	37	0	0	847	37	4	58	38	0	847	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	50	2	10	10	48	7	33	2	10	844	53	11	57	24	8	846	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	0	0	1	50	1	50	817	10	29	29	29	14	843	6	8	36	29	26	839
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	41	1	6	9	50	6	33	2	11	843	37	7	48	37	7	843	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	16	0	0	3	43	2	29	2	29	836	19	14	50	21	14	846	23	17	49	22	12	847
C. the course(s) described in B, plus physics	20	1	11	6	67	2	22	0	0	849	23	12	65	18	6	848	21	31	44	17	7	852
D. a life science and physical science class	23	0	0	5	50	5	50	0	0	844	21	7	60	33	0	847	30	7	46	32	14	842
<b>How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."</b>																						
A. strongly agree	25	1	9	6	55	4	36	0	0	846	18	23	46	31	0	848	27	23	47	20	10	849
B. agree	45	0	0	10	50	6	30	4	20	840	45	0	58	27	15	842	37	14	47	27	12	846
C. disagree	23	0	0	6	60	4	40	0	0	846	27	10	55	35	0	847	25	11	48	29	12	845
D. strongly disagree	7	1	33	1	33	1	33	0	0	847	10	29	57	14	0	851	11	9	44	31	17	842
<b>How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."</b>																						
A. strongly agree	36	1	6	11	69	3	19	1	6	846	25	11	67	17	6	848	31	22	46	22	10	849
B. agree	55	0	0	11	46	10	42	3	13	841	64	9	49	34	9	845	50	14	49	26	11	846
C. disagree	5	1	50	1	50	0	0	0	0	857	7	20	80	0	0	852	14	9	45	31	15	843
D. strongly disagree	5	0	0	0	0	2	100	0	0	837	4	0	33	67	0	840	5	3	38	34	25	837
<b>Optional school/SAU question</b>																						
A.	50	0	0	0	0	1	50	1	50	820	50	0	0	50	50	820						
B.	50	0	0	0	0	0	0	2	100	825	50	0	0	0	100	825						
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number